

CHAPTER 1 – GENERAL INTRODUCTION

1. INTRODUCTION

The family is for the child an important source of security. Louw, et al (1998:366) mention that the middle-childhood child's life centres on the family. The family should then play and be the important part for providing to basic needs like food, shelter, clothing, medical care and also education, care love and security. When family breakdown do exist due to domestic violence, it appears to be a traumatic period for middle-childhood during this developmental phase. Availability of resources such as Brinegar (1992:1) indicates, that domestic violence is for the middle-childhood child a developmental crisis. This is supported by various authors that very often the child suffers more than the parent. Their lives fall to pieces and they live with uncertainty.

Very often when children grow up in violent situations, violence becomes part of their character Brinegar (1992:3) said and goes on by saying that it becomes the way that they have internalised things should be at home but also in the society. The researcher would therefore like to give an overview of violence, where it comes from and very importantly, how young children are exposed to violence in the house and in society. As Lewis (1999:86) states, these children may be a witness, or they may also lose a parent in the violence. Children who are exposed to violence inside the house are socialised in accepting that violence is the norm. Violence can affects children on an external level where they are physically exposed to it and possible cannot function due to the related trauma. On an internal level where it affects them emotionally to the extend where they cannot think or concentrate due to violent exposures.

When the child in the middle-childhood according to Whiteman (2001:41-53) is confronted with fears, anger, aggression and depression, there is thus a loss and a feeling of fear, often an unrealistic fear. The reason is that the family as a unit and support system, parent-child relationship and bond, which is affected. According to Mallinckrodt et al., (1998:498) when a dysfunctional family structures feature, the parent-child role reversal exists which compel children to remain enmeshed in the

family system and especially during later attempts to individuate from the family.

Previous research such as Everett (1989:1) and Lewis (1999:86) writes about children and their fears during domestic violence. This however could not be founded and said about domestic violence and the middle-childhood child from a Gestalt perspective. It is alarming to note that when domestic violence occurs that the child is exposed to trauma, which has an affect on him. His abilities that have been ascertain during this developmental phase is being ignored and his needs to socialise are not being addressed.

The researcher, for the purpose of this research, will be focusing from a Gestalt perspective on domestic violence in middle-childhood. The researcher would recommend for this research to be available as a research resource for further refining and utilisation for practice purposes.

2. **MOTIVATION**

Family violence and the affects it has on many children on the child of today, is a reality that every child therapist is facing more and more. It is also a prominent phenomenon that affects every child. Violence manifests itself in different forms. Violence inside the home where battering takes place, child abuse and even abuse towards adults in its various forms of physical-, sexual-, emotional abuse and neglect also very often occurs. This could definitely lead to the development of mental and emotional disorders later in life.

According to Schoeman (2001:17) the middle-childhood period is generally considered as the more peaceful development periods. Schoeman (2001:14-17) also explains that it should be borne in mind that patterns are established during these years and that cognitive-, social-, emotional-, and self-concept development takes place. Normal development for any child, according to section 28 of the South African constitution, means reaching these developmental milestones and in doing so, these children have basic needs for example food, shelter, clothing, education and

access to medical services that need to be met because without food you cannot grow. This is reinforced by Vasta, Hath & Miller (1999:535) who notes that when children's basic needs are met they are likely to develop more positive attitudes toward family life and toward personal relationships in general. Whereas children whose basic needs that are not met develop reproductive patterns that are more individualistic and oriented towards personal survival. This would be the situation for children growing up in violence. The researcher would therefore like to emphasise that early childhood experiences are thus important and often lay the foundation.

The role of the family, where violence is prevalent, can therefore not meet the needs of the middle-childhood child due to various determining factors. There is no doubt that they are vulnerable and that adjustment problems are experienced even to the point of adulthood. The anger and fears according to Everett (1989:1) is evident in their choice of friends and interaction patterns in school.

On a professional and personal level the motivation for the research is the concern around the high number of cases that is been referred to the Western Cape Education Department of learners with domestic violence and the impact it has on the behaviour that is being displayed at school. The researcher is also concern with the increase in children being exposed to violence in South Africa.

Lewis (1999:86) mentions since 1999 that in South Africa children are increasingly exposed to violence and as a result lose their sense of invulnerability very early. Lewis (1999:86) writes that the levels of violence in South Africa are so high that few children can remain unaware of this danger. She mentions further that from January to December 1997, 37 517 cases of child abuse were reported to the Child Protection Unit (CPU). These are only the reported cases for intervention or need for service delivery, and the figure should really be tripled to estimate the true number of children being exposed to violence via abuse. Lewis (1999:86) also gives the statistics of the South African Police Service and it indicates that in 1996 there were 25, 782 reported murders, 28, 516 attempted murders and 12, 782 car hijacking. In many cases of car hijacking, robbery or murder, there are also child victims. The

researcher would like to believe as crimes increase, so do the number of children who are traumatised.

Authors such as Laible & Thomson (2000:424) state firstly that especially important in the development of early conscious are a child's early relationships with the family because it is in the context of these family relationships that children have their earliest experience with behavioural and moral standards of the social world. The child can therefore not be separated from his system (family system) and his environment (his culture). Secondly children who experience violence from a young age will grow up being violent and will therefore be aggressive and violent. As it is often said, "if a child lives with hostility, he learns to fight". The middle-childhood child due to his cognitive development would experience difficulties in understanding and working through violence. From a Gestalt play therapy perspective every incident covers the cognitive and emotional totality of a person (Clarkson, 1989:1; Joyce & Sills, 2001:17-22). Blom (2004:10) emphasises further that a person's body, emotions, mental aspects, language, thinking and behaviour can not be separated.

With emotional development as Schoeman (2001:14-17) so clearly states, apprehension, especially about the body, is common at this stage. She says that children fear unnatural bad school performance and loneliness. Children who experience love find it easier to give love. A central goal of Gestalt therapy is to help the child achieve awareness or insight and to shift from family and environment support to individual self-actualisation. Awareness is seen as the primary tool for affecting change in an individual's behaviour.

The researcher aim thus through this study to give a theoretical perspective and to refine aspects of domestic violence in the middle-childhood child's development phase from a Gestalt approach. If the research report would broaden the knowledge and insight of the play therapist the child with his abilities and needs would benefit with implementation. The purpose of Gestalt therapy is thus to address the needs of the child to become self-supportive; this is however the focus of a Gestalt play therapist. Self-support will imply self-knowledge and making choices and will bring the child in

contact with his positive energy. According to Blom (2004:46,47) is emotional energy necessary for expression and taking action.

3. **PROBLEM FORMULATION**

According to Mouton (2002:91) and Fouche (2002a: 104-106) two aspects are emphasised with regard to the research problem and investigation questions such as the specifying of the method of analysing as well as what the purpose of the study is. Domestic violence in middle-childhood has to the knowledge of the researcher never, from a Gestalt theoretical perspective, been describe or explored. This knowledge should be able to develop insight and should be utilised in the practise.

4. **AIM AND OBJECTIVE OF THE STUDY**

In view of the research problem, attention will be given to the aim and objectives that has been formalised for the study.

4.1 **Aim**

According to Fouche (2002:107) the aim is the end result to which the researcher works. The aim is to explore and describe domestic violence in middle-childhood from a Gestalt theoretical perspective.

4.2 **Objectives**

Fouche (2002:107) is of the opinion that the objective can bring about specific changes in the practise.

In order to obtain the above goal the objectives of this research is through triangulation:

- Firstly – explore and describe domestic violence in middle-childhood from a Gestalt play therapy approach.
- Secondly – Complete triangulation by means of gathering information through

the respondents that will be used as experts according to the field of domestic violence

- Thirdly – recommend guidelines for play therapist to utilise with middle-childhood children experiencing domestic violence.

5. **RESEARCH QUESTION**

Neuman (2003:364) is of the opinion that the research is available for the researcher if any specific information on a topic. This research will be approached from an explorative and descriptive perspective to serve as a research resource to assist play therapists in understanding the middle-childhood developmental phase on domestic violence from a Gestalt perspective. The information would then through further research be implemented to provide more effective service delivery. The research question would therefore be: What is the nature of domestic violence in middle-childhood from a Gestalt theoretical perspective?

6. **RESEARCH APPROACH**

Due to the nature of the research qualitative research will be used. Qualitative research will according to Zaaiman (2003:47) be utilised in this study to gather information and to study human activities from the perspective of the human actors that would be middle-childhood. He also says that qualitative research can be done in the natural environment of these children and it is therefore also called naturalistic investigation or field research. According to De Vos (2002:365) triangulation by means of gathering information through more than one technique of gathering information such as the literature study and semi-structured interviews with six children, as respondents was used. Semi-structured interviews to gain more background information around their experiences would be established of the middle-childhood child and his exposure to violence within the house.

The approach focuses on the quality of human behaviour whereas quantitative studies focus on measurable aspects (De Vos, et al. 2002:240). The researcher will do the research with six middle-childhood children.

7. TYPE OF RESEARCH

According to the aims and objectives that have been formulated for the research applied research with a descriptive and explorative nature will be done. The function of exploratory research is to explore and gain insight into a situation, phenomenon, community or individual as stated in Bless & Higson-Smith (in De Vos, 2002:109). The situation of middle-childhood, with the violence as the phenomenon and the impact on the individual would be investigated. Exploratory and descriptive research has some similarities, but also differ in many aspects. Descriptive research presents a picture of the specific details of a situation, social setting or relationship, and focuses on “how” and “why” questions according to Neuman (in De Vos, 2002:109). Descriptive research begins with a well-defined subject, such as domestic violence, and conducts research to describe it accurately. According to Babbie (1999:44) the findings of applied research can have an effect on service delivery. Neuman (2002:22) mentioned that that there should be a strive towards findings solutions and making recommendations for a specific group. The existing research must be descriptive and explorative to gain new perspective. The new knowledge would be in the form of recommended guidelines for play therapists to assist middle-childhood children that have been exposed to domestic violence.

8. RESEARCH STRATEGY

In qualitative research there are five strategies of inquiry or traditions that could be used to design qualitative research as outlined by Creswell (in De Vos, 2002:275). These strategies would include biography, phenomenology, grounded theory, ethnography and case studies. For this study case studies will be utilised because it

would give a clear understanding of individual circumstances and background to the problem of violence. The exploration and description of the case will be done through detailed, in-depth data collection methods, involving multiple sources of information that are rich in context. This implies, as Babbie (in De Vos, 2002:275) points out, that case study researchers, in contrast with grounded theorists, seek to enter the field with knowledge of the relevant literature before conducting the field research.

9. RESEARCH AND WORK PROCEDURE

Through the literature study and semi-structured interviews as research strategy in qualitative research, it is according to Greeff (2002:303) necessary that the context be described thoroughly.

9.1 Gathering of information

Neuman's (2003:134) opinion is supported for mentioning that there is no fixed recipe for gathering of information in qualitative research. He emphasised that the respondents should be observed systematically.

Gathering of information through literature study and a self-developed questionnaire in semi-structured interviews was the technique that was used for this study. De Vos (2002:365) is of the opinion that multiple methods of gathering information increase the validity of the research. Through triangulation the researcher could correlate the literature, observation and general opinions of the children in the middle-childhood development phase. In this way the mentioned information resources could be used to propose guidelines for handling of children in the middle-childhood phase with special abilities due to domestic violence. After the literature study with the view of the content of the semi-structured has been dealt with will the latter be compiled. The two information resource will shortly be discussed.

9.1.1 Literature study

The central themes is described and explored in the literature study, namely middle-childhood, domestic violence and the Gestalt approach. Semi-structured

interviews where self-developed questionnaire was used for the purpose of the interviews to obtain more information around domestic violence and the experiences of the children.

Farreira & Read (in Blom, 2003:231) effective way of working is to establish what is on the figure ground on the child. Neuman (2003:290) reports that interviewing, semi- or structured interviewing is the highest form of feedback and provides valuable information. The play therapist self and the best techniques for assessment purposes is valuable helping aids.

According to Smith (in De Vos, 2002:302) the researcher should always have a list of drawn up questions that should be used during interviews. The interview should be guided by the questions and should not be prescriptive. The participant should be allowed during the interview to have the maximum time to tell his story, and is considered as the expert around his topic.

Smith as stated (in De Vos, 2002:302) is of the opinion that the semi-structured interviews can be very lengthy depending on the theme. As soon as the participant is comfortable and relaxed the researcher should facilitate the process. The participant is allowed to play a vital role in the process of the interview. Not all questions need to be answered and the researcher should therefore, beforehand determine the extent of deviation.

9.1 Analysing Strategy

Greeff (2002:267) is of the opinion that the form of written description of the observations is the best way of reflecting the details of qualitative research.

Maxwell (2000:307) mentions that the main knowledge of analysing the information is namely memorandums, case studies and coding. It is also mentioned that the different methods can be combined and be touched on.

Contextualising focus on understanding information within a certain context and means that information that is gathered, used and categorised, according to Delport (in De Vos, 2002:346).

10 VIABILITY OF THE STUDY

In looking at domestic violence in middle-childhood from a Gestalt theoretical perspective it was necessary to consult literature and different role players in this regard. Despite the fact that existing information has been explored, there are needs for further research with regard to service delivery and practise experience.

10.1 LITERATURE REVIEW

The aim of the literature that was studied was to explore: middle-childhood, domestic violence and Gestalt theory and to add a frame of reference for this research. The resources that was used was less recent resources but discusses domestic violence and the different forms of domestic violence.

- In South Africa violence is one of the main causes of trauma in the lives of children. Lewis (1999:83) states that violence can be caused by other people or it can occur naturally, for example thunder, tornadoes. Violence committed by people can be either intentional or accidental.
- Violence in its various forms very often stems from within the family and how the child was socialised. This is supported by Boikanyo & Donnell (1997:98) where they speak of violence in the home and how it has become the breeding-ground of violence in society. One of the most important resources of violence in the community is domestic violence.
- Brinegar (1992:6) agrees that the state of the family reflects the state of society. He goes on by saying that the home is where people first learn to live with one another, where they learn to love, hate, get angry, fear, forgive. The home needs to teach how to love and work with others, how to handle emotions, and how to forgive. Brinegar (1992:6) believes that with these lessons mastered, our children will be able to develop their full potential. He also wrote that the child

who is hit, sooner or later hits back, either physical or by other methods – power struggles, behavioural problems at home and at school, hitting or bullying other children. He states that we get what we want. Children can be seen as mirrors. The focus here was that the household is seen as the training field for the child and that the community is the extension of what is happening in the house. If we yell, they yell, if we hit, they hit, if we swear, they swear.

- As the statistics indicate, children are increasingly exposed to violent crimes and that the level of violent crimes in South Africa are so high that few children can remain unaware of this danger. Rapcan statistics indicates that from January 2001 to September 2001, for children 0 -18 years. For the Western Cape, there has been 133 murder, 225 attempted murder, 1 905 rape and attempted rape was, 8 incest, 1 058 indecent assault, 165 kidnapping and 223 abduction.
- Lewis (1999:5) and Kriel (2003:15) clearly define trauma experiences of middle-childhood to focus on the relation between the house and the observation in the community. How trauma impacts on the developmental of middle-childhood, for example if a child goes through trauma, it affects his thinking and his concentration in the classroom, his play with friends often becomes violent, and his interaction with his siblings are affected. Educators often experience problems in disciplining these learners and in the past have resorted to corporal punishment. Due to the WCED's (2001:1) policy on the abolishment of corporal punishment, South African constitution (1996 section 28) and the Domestic Violence Act (1998:12) children now need to be protected from all types of violence.
- The researcher have found that besides the information that was available from a psychological and social for the child it could also be applied to practice that could also be used for the research. Most of the literature focussed on why children behave as they do and often also mentioned that violence stems from the home and the community the child comes from. National and international

resources but less resented resources focused on service delivery that was very useful for the South African context.

- Very little is said about intervention and what can be done to alleviate or eradicate the problem of violence especially in the primary schools. The researcher would therefore like, with this research, to put the emphasis on a Gestalt perspective as Sinay (1997:23) explain that if one part of the child is affected it affects his entire being, "the whole is very different from the sum of its parts". Gestalt as Schoeman (2001:28 & 2002:20) also explains work towards holism and seeing the child in its various forms as holistic. This will also address the needs and abilities of the child in the middle-childhood development phase.

According to Brendtro & Du Toit (2005:15) when growth needs are met, children have positive outcomes and when growth needs are frustrated, children show problems. The Circle of Courage is universal; it is grounded in what Maslow called growth needs. When these needs go unmet, children cannot develop their full potential, and they display a host of pain-based behaviour. The circle of courage has been described as the resilient code because it translates strengths-building research into a concise and understandable format. The key landmarks on the journey to resilient outcomes are **belonging, mastery, independence and generosity**. From a Gestalt perspective will domestic violence in middle-childhood be explored and described with the intention to propose guidelines for service delivery.

10.2 CONSULTATION WITH EXPERTS

The contact with the experts clearly indicated the type of abuse, the researcher would therefore like to motivate for further research from the South African context on the topic of domestic violence on middle-childhood from a Gestalt perspective.

The following experts were consulted:

Name of Person	Job function	Organisation	Support for the study
Eugene Patience	Librarian	RAPCAN (Resources aimed at the prevention of child abuse and neglect) Retreat (021) 712-330	In terms of literature there is no literature at R.A.P.C.A.N on this study
Liz Jones	Social Worker	Safeline Athlone (021) 696-0303	They do play therapy with the survivors of sexual abuse (often within the family), and expressed the need for the study.
Deon Reuters	Social Worker	N.I.C.R.O. Cape Town (021) 462-0017	He is also responsible for statistics around violence and expressed how they could benefit from the study.
Kobus Pienaar	Principal	Boys Town Kenilworth (021) 671-5041	They could benefit from the study when evaluating their programmes.
Inspector Miller	Police Officer	Child Protection Centre Mitchell's Plain (021) 376-3030	Expressed the need for this study for an update of their statistics and it also ties in with there restructuring to domestic violence.

Riedewaan Edwards	Labour Relations officer	Western Cape Education Department (W.C.E.D) (021) 659-4300	All the staff that is mentioned in the W.C.E.D expressed the need for the nature of the study for educators to benefit.
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If the above information that was compiled through consultation be considered, then the practicality of this research necessary. From the gaps that was mentioned it was stated that a research resource is needed for organisation for the use of knowledge and the compilation and implementation of Gestalt guidelines.

10.3 **PILOT STUDY**

The pilot study will be done with two middle-childhood children. Neuman (2003:181) states that the pilot study is very time consuming but increases the success of the study if the researcher prepares and make the necessary changes that is needed. Strydom (2002:215) emphasises that it should be done and supported in the same was of the actual research. When there is focussed on the applicability of the semi-structured interviews there should be focussed on two aspects. Firstly, the questions were compiled from the presented literature study on domestic violence on the child in the middle-childhood developmental phase fro a Gestalt perspective. Secondly is it the self-developed questionnaire that brings the two together through the semi-structured interviews. It was necessary to look at the construction of the questions it could have created unclear and misperceptions for the child.

10.4 **UNIVERSE, POPULATION AND SAMPLING METHODS**

According to Arkava and Lane (in De Vos, 2002:198) the universe refers to “all the

potential subjects who possess the attributes in which the researcher is interested”. It can then be said that the universe is the total population of appearances of happenings that is important for the researcher. The universe for this research would consist of all middle-childhood children who are the potential subjects who possess the attributes in which the researcher is interested.

Population on the other hand, is a term that sets boundaries on the study units. Seaberg (in De Vos, 2002:198) also defines a population as the total set from which the individuals or units of the study are chosen. McBurney (in De Vos, 2002:333) refers to the population as the sampling frame, which refers to the totality of persons, which the research problem is concerned. It refers, for the purpose of this study to individuals in the universe who possess specific characteristics. This would refer to the middle-childhood child that was referred for service delivery, from schools in the Athlone area, who experience aggressive and violent behaviour. The sample to quote Arkava and Lane in (De Vos, 2002:334) comprises of the elements of the population considered for actual inclusion in the study.

They also go on by saying that we study the sample in an effort to understand the population from which it was drawn. This could be seen as purposive sampling. In purposive sampling according to Strydom and Delport in (De Vos, 2002:334) a particular case is chosen because it illustrates some feature or process that is of interest for a particular study – though this does not simply imply any case happen to be chosen. In purposive sampling must according to Cresswell (1998:118) the researcher first think critically about the parameters of the population and then choose the sample accordingly. Clear criteria needs to be set out and for this research the following criteria would be utilised:

- Six children from the Athlone area where the organisation is operating.
- The economic status for the Athlone area is mostly people with a low to middle class status. Due to low income it is often seen that they resort to theft, robbery and related crimes where violence is used.
- Gender and language did not play a role, it could be girls or boys depended on the

referrals for the month of June or July 2004, they grew up with domestic violence and where violence becomes the norm and a way of life.

11. **ETHICAL ASPECTS**

In social research the ethic according to Neuman (2003:116) is important and refers to conflict, dilemmas and concerns that played a role in the research.

The following was be spelt out to the respondents (Strydom in de Vos 2002:65-68):

- All possible information on the goal of the research would be spelt through an informed written consent out with its advantages and disadvantages (see Annexure 1,2).
- No information was withheld from them the respondents or subjects. They will be informed regarding the true purpose of the research.
- It will be conveyed verbally and in writing that confidentiality that violated their privacy or anonymity or confidentiality was maintained as well as the names and addresses of the respondents and subjects. Their identity remained protected.
- A debriefing session(s), afterwards is provided for the respondents
- Actions and competence of the research is always important. According to Strydom (in De Vos, 2002:69) therefore the researchers are ethically obliged to ensure that they are competent and adequately skilled to undertake the proposed investigation.

12. DEFINING THE KEY CONCEPTS

FAMILY

Kirkpatrick (1980:244) defines the family as a group of people related to one another. Fowler & Fowler (1999:428) see a family as members of a household set of parents and children or of relation. A family can also be seen as a unit as with a nuclear family consisting of a mom, dad and children. For the middle-childhood child the family is where the basic needs are met, bonding takes place and where values and norms are learnt. The milieu-disabled family consists of more variety of family members due to arrivals for example the daughter has a child in the family and she herself is still a child and cannot fulfil her role as mother and her baby also forms a child in the family.

MIDDLE-CHILDHOOD

According to Kirkpatrick (1980:106) a child can be described as a young human being of either sex. Webster (1986:387) sees a child as an unborn/recent born human being. The researcher would like to believe that a child can be seen as a recent born human being and adding to what the child care amendment act (1996:12) states that any person 18 years of age and younger. The middle-childhood child according to Schoeman (2002:25) would be the child from 6 years to 12 years. The research will be conducted with learners coming from this age group.

DEVELOPMENTAL PHASE

According to Fowler & Fowler (1999:323) development can be described as incidental to growth, evolutionary. Development can also be as Schoeman (2001:14) sees it as growth periods a child goes through. These growth periods are divided according to the age that the child is, and thus called developmental phase. Through this study, the researcher will be looking at the middle-childhood child.

EARLY DEVELOPMENT

According to Schoeman (2001:15) development that takes place at an early age of the child's life, very often before birth. Early development would also include development such as physical-, emotional and social development that occurs at an early age. Vasta, Haith, Miller (1999: 435) talks of early development of the things that occur during the beginning stages of life for any person.

This for any middle-childhood child would include experiences that occur during years prior to starting school or included in what took place during school going years.

DOMESTIC VIOLENCE

Kirkpatrick (1980:843) describes violence as a great roughness of force, often-causing severe physical injury or damage. Fowler & Fowler (1999:1431) see violence as violent conduct or physical force. Violence could also be seen as unjust, unwarranted, or unlawful display of force, Collins (2000:273). The word domestic means household. The middle-childhood child that is being exposed to violence in the house will not be developed socially, emotionally, cognitively and even physically because his needs would not be met due to parents wanting to survive violence and forcing to neglect his developmental needs. For this study domestic violence takes on different forms including child abuse.

ENVIRONMENT

Kirkpatrick (1980:225) sees environment as surrounding conditions, especially those influencing development or growth. Fowler & Fowler (1999:399) see environment as surrounding objects, region or circumstances. Environment, for this study would include the type of area that children live in and grew up or community that they come from.

GESTALT THEORY

The basic premise on which Gestalt Therapy rests is that of holism, consisting of different parts that make up the individual. Schoeman (2001:93) states that Gestalt

therapy emphasises direct experiences. The focus is on achieving awareness of the here and now and frustrating the client in any attempt to break out of this awareness. She adds that as an experiential approach, Gestalt therapy is not concerned with symptoms and analysis, but rather with total existence and integration.

13. RESEARCH REPORT LAYOUT

Chapter 1	General Introduction – Attention would be given to the problem formulation, the aims and objectives of the research and the research methodology.
Chapter 2	The Gestalt perspective and the middle-childhood developmental phase. In this chapter attention is also given to the applicability and possibilities of Gestalt perspective.
Chapter 3	The effect of domestic violence on middle-childhood. It is necessary that the play therapist have the knowledge of the different forms of domestic violence and the effect it has on the middle-childhood child's developmental phase.
Chapter 4	Research methodology: An empirical perspective of the findings. The research process from the empirical process is presented.
Chapter 5	Conclusion and recommendation of the process. Important conclusions and recommendations were suggested from which a guidelines were formulated from the semi-structured interviews that were held with the children as respondents.